

Lancaster Independent School District
Belt Line Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The Belt Line Elementary staff, in collaboration with parents and community, will passionately invest in the self-sustaining success of all students.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

At Belt Line Elementary, all students are eager to take ownership of their learning and work towards self-sustaining success.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2016 -2017 Enrollment: 612; 2017-2018 Enrollment 630

Demographics Breakdown: 85% African American, 10% Hispanic, 5%, Other

Economically Disadvantaged 91.2%

Talented & Gifted (TAG): 5.4%

Special Education (SPED): 4.9%

English Language Learners (ELL): 1.1%

Student Gender Distribution: 308 males & 322 females.

Total Teaching Staff: 33, 92% Females and 8% Males

Teacher Demographics Breakdown: 3% Hispanic, 85% African American, 9% White, 3% Asian

Teachers by years of experience: 23 teachers have six or more years of experience, 10 have 0-5 years of experience

2016-2017 Student Attendance Rate: 95.8

Belt Line currently serves 600 students in PK3 through Fifth Grade. Staff includes 21 homeroom teachers, 3 Special Education teachers (1 lifeskill, 1-PPCD, 1 Inclusion/CM) 5 CLAMP teachers (Computer, Art, Music, PE, Innovative Lab), 1 Interventionist and 2 Instructional Coaches (Math and ELA).

Professional support staff consists of a nurse and a counselor. Paraprofessional support staff consists of one library assistant and 16 instructional para-professionals: 3-special education, 1 Dyslexia para-professional, 1 ISS para, 2 Head Start/ 1 Pre-K4 Paras, 5 PK3 paras and 3 Bright Beginnings Paras. One administrative assistant and one PEIMS clerk also serve Belt Line.

Belt Line will have two teachers new to the campus and two new para-professionals for the 2018-2019 school year. We will also add 2 part time Bright Beginnings Paras to support those classrooms. This year, we have 4 new members of the administrative leadership team including our Assistant Principal, both Instructional Coaches and the Interventionist. All staff members meet the criteria for Highly Qualified as measured by NCLB.

Demographics Strengths

The demographics of the teaching staff reflects the demographics of the student body.

The teaching staff is experienced with the majority having more than 5 years of teaching experience.

All teachers are highly qualified and certified to serve students.

Enrollment has risen slightly despite the rezoning that our campus underwent in 2016-2017.

All but one of the new members of the administrative team served on our campus in another capacity in 2017-2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance continues to be a concern. We are averaging 95%-97%, and our goal is 98%. **Root Cause:** Parents seem unaware of how missing school impacts academic success. PK3 had the lowest attendance rate. Some parents consider the 3 year old program similar to daycare.

Student Achievement

Student Achievement Summary

Belt Line Elementary School received an accountability rating of Met Standard and received 3 distinctions in 2017-2018.

Distinctions were earned in Science, post-secondary readiness and closing achievement gaps. Intentional plans are being made to improve student performance on STAAR.

A three-year trend of STAAR data with growth/loss calculated is depicted on the chart below:

Grade level	2016	2017	2018	Growth/Loss
3 rd Math	80	80	73	-7
4 th Math	63	70	78	+8
5 th Math	86	89	96	+7
3 rd Reading	65	67	53	-14
4 th Reading	55	50	71	+21
5 th Reading	72	65	78	+13
4 th Writing	64	53	69	+16
5 th Science	77	55	85	+30

Student performance at the masters level is displayed in the chart below:

Content	2017	2018
3 rd Math	31%	5%
4 th Math	24%	35%
5 th Math	20%	29%
3 rd Reading	14%	8%

4th Reading	14%	13%
5th Reading	15%	22%
4th Writing	5%	8%
5th Science	5%	13%

Istation Weaknesses:

Incoming Kinder –

- Low Rate of Improvement for Tier 1

Incoming 1st Grade –

- Overall Reading 48% Tier 1, 41% Tier 2, 11% Tier 3
- Phonemic Awareness 50% Tier 1
- Vocabulary 55% Tier 1
- Low Rate of Improvement for Tier 1

Incoming 2nd Grade –

- Overall Reading 44% Tier 1, 30 % Tier 2, 26% Tier 3
- Letter Knowledge 31% Tier 1
- Alphabetic Decoding 48% Tier 1
- Phonemic Awareness 39% Tier 1
- Comprehension 43% Tier 1
- Vocabulary 46% Tier 1
- Spelling 41% Tier 1
- Text Fluency 42% Tier 1
- Low Rate of Improvement for Tier 1, Tier 2, Tier 3

Incoming 3rd Grade –

- Overall Reading 18% Tier 2, 16% Tier 3
- Little to no change in Lexile Student Measures overtime
- Comprehension 50% Tier 1

- Vocabulary 59% Tier 1
- Spelling 61% Tier 1
- Text Fluency 48% Tier 1

Incoming 4th Grade –

- Overall Reading 49% Tier 1, 29% Tier 2, 22% Tier 3
- Little to no change in Skills Growth trends across tiered levels
- Comprehension 51% Tier 1
- Vocabulary 52% Tier 1
- Spelling 39% Tier 1
- Text Fluency 45% Tier 1
- Low Rate of Improvement for Tier 1
- Lexile Student Measures inconsistently changed overtime

Incoming 5th Grade –

- Overall Reading 64% Tier 1, 24% Tier 2, 12% Tier 3
- Text Fluency 50% Tier 1
- Comprehension 52% Tier 1
- Word Analysis 64% Tier 1
- Little to no change in Skills Growth trends across tiered levels
- Lexile Student Measures inconsistently changed overtime
- Low Rate of Improvement for Tier 1, Tier 2, Tier 3

Student Achievement Strengths

STAAR

There was significant growth in all but 2 tested areas. 5th science +30, 4th reading +21, 4th writing +16, 5th reading +13, 4th math +8 and 5th math +7.

The percentage of students scoring at the masters level increased in all but 3 areas.

Writing, 5th math and science scored above the state average.

Istation

Incoming Kinder –

- Overall Reading 89% Tier 1
- Listening Comprehension 84% Tier 1
- Letter Knowledge 86% Tier 1
- Vocabulary 84% Tier 1
- High Rate of Improvement for Tier 2 and Tier 3
- 95% Student Usage

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Incoming 1st Grade –

- Letter Knowledge 77% Tier 1
- Listening Comprehension 68% Tier 1
- Moderate Rate of Improvement for Tier 2
- High Rate of Improvement for Tier 3

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Incoming 2nd Grade -

- Lexile Student Measures increased overtime

Incoming 3rd Grade –

- Overall Reading 66% Tier 1
- Moderate Rate of Improvement for Tier 1, Tier 2, Tier 3

Incoming 4th Grade –

- Moderate Rate of Improvement for Tier 2 and Tier 3

Incoming 5th Grade –

- Vocabulary 69% Tier 1

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 53% of 3rd graders met standard in reading; down from 67% in 2017. Third grade math dropped from 80% in 2017 to 73% in 2018. The number of 3rd graders scoring at the masters level decreased from 31% to 5%. We missed the distinction for student progress. **Root Cause:** There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

School Culture and Climate

School Culture and Climate Summary

In 2017, Belt Line welcomed 13 new staff members due to rezoning and leveling. Staff members from other schools were transferred here due to the consolidation of the district's PK3 program to one campus as well as to relieve overcrowding in PK3 and 1st grades. Upon completing summative conferences with staff members, more activities to strengthen and integrate new team members was a noted concern. Other concerns discussed including school-wide discipline management for high needs students and authentic parent engagement, training and accountability.

In the 2017-2018 school year 97 discipline incidents decreased from 168 in 2016-2017. The majority of the incident behaviors could be corrected by conferring with administrative personnel coupled with parent/guardian phone calls. However, a distinct number of disruptive behavior incidents were reported on a select group of high-needs students with repeated in-class incidents; many being in K-2nd grade. In 2017, state law regarding suspension or ISS for K-2 students changed in that these strategies were deemed unlawful for K-2 students. This change left schools to figure out on their own creative and innovative ways to address young students with social and emotional needs. Data also presents a need for differentiated professional development for teachers regarding how to manage the behaviors associated with high needs students. A Social/Emotional Learning committee was established to address those needs. This committee established a cool-down room, the morning message with a focus on character traits, and student advocates. A district partnership with Communities in Schools afforded a full-time staff member on campus to work with tier 3 students on behavioral and academic concerns.

The RtI committees met consistently once per six weeks to identify and create plans for students with academic and behavioral concerns. Progress was monitored and documented in DMAC.

In 2017-2018, a new PTA Board was elected and a Parent Engagement Committee was established. Monthly PTA meetings and events were scheduled with increased parental attendance. A new SBDM Chair was named and quarterly meetings were scheduled. The Dad's Club organized monthly Donuts with Dads events with above expected attendance. Other parental engagement events such as Muffins with Moms, Grandparent's Day, Thanksgiving luncheon, Fall carnival, Veteran's Day program, field day and a Volunteer Appreciation reception were also completed. We continued with the weekly electronic newsletter and school messenger call as well as Tuesday folders and student agendas for ongoing and regular communication between home and school.

Student incentives and activities were created to reward those students who showed progress or followed classroom expectations. These included the Tiger Mart, 6 week celebrations, Fun Fridays, sock hops and pep rallies. Various clubs and organizations functioned including cheerleading, basketball, science club, broadcasting/yearbook, choir, art, computer, Divas and My Brother's Keeper.

School Culture and Climate Strengths

The Social/Emotional committee was established and attempted to address the needs of our tier 3 students for behavior.

Various clubs and organizations functioned at a high level; engaging students and connecting them to the school.

School partnerships with Walmart, Umoja Church and Distinct Dental were re-established.

The district partnership with Communities in Schools afforded a full-time staff member on campus to work with tier 3 students.

The RtI committees met consistently to establish plans and monitor student progress towards those plans.

PTA meetings were scheduled monthly with strong parental attendance.

The staff is multi-generational offering varied experiences and perspectives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: New initiatives such as Social Emotional Learning (SEL), Communities in Schools, PTA and teambuilding lacked consistency. **Root Cause:** The lack of leadership density allowed new initiatives to go without accountability or monitoring. Also the number of new initiatives prevented deep implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At the end of the 2017-2018 school year, Belt Line had 5 teachers to resign due to promotions in other districts; one teacher was promoted to an Instructional Coach on campus and another was promoted to Interventionist on campus. The math Master Teacher was promoted to district specialist and the reading Master Teacher transitioned to another position in the district. Our interventionist was promoted to the Assistant Principal position at our school. Our previous AP was promoted to principal in the district. One paraprofessional resigned for personal reasons.

Staff Quality

In 2017-2018, all teachers were highly qualified. Instructional support included full time master teachers, an Interventionist, grade level leads and the administrative team. Master Teachers led cluster (PLC) meetings each week focusing on the implementation of the TAP rubric as well as instructional strategies. Job embedded PD opportunities such as learning walks and at-elbow planning focused on pedagogy and alignment. Teachers had opportunities to attend off-campus workshops and conferences with the expectation to share the learning during cluster.

Teacher Recruitment

All teachers for hire at Belt Line participate in a panel interview with performance tasks such as mini-lessons and data analysis. Administrators attended the district's job fair as well as other job fairs coordinated by the HR department. This resulted in the hiring of 2 new staff members. Other efforts included social media, alternative certification programs and word of mouth.

Staff Quality, Recruitment, and Retention Strengths

All but one teacher in the STAAR-tested areas will return for the 2018-2019 school year. These teachers played an important part in the school achieving 3 distinctions in the areas of Science, closing gaps and post-secondary readiness. Belt Line acquired one veteran teacher who was a runner up for Teacher of the Year in the second largest school district in the state. We also brought on two Instructional Coaches, both with experience with TAP and proven effectiveness in the classroom.

Teachers and staff were able to see opportunities for promotion within the school system which encourages retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated to meet the individualized needs of teachers.

Root Cause: Innovative ways to address PD outside of the cluster concept have not been explored.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Systemic district-created tools such as the year-at-a glance documents, assessment blue prints and common formative assessments (CFA) are used with fidelity to plan instruction at Belt Line. Teachers review data to drive instructional decisions and attempt to modify their instruction based on student needs. Interventions are designed based on the targeted needs of identified students and school-wide supports such as STAAR Camp, Friday Night Lights, pull out programs and push in interventions have been implemented in response to the data. In- class station work is also a tool utilized by some teachers as a means to differentiate instruction. The curriculum is monitored through frequent classroom observations, weekly lesson plan reviews and data meetings following common assessments once per six weeks. School-wide instructional strategies have been implemented such as the problem-solving strategy as well as a comprehension strategy for both fiction and non-fiction texts. Daily Math Problems (DMPs) and Target Teach lessons for reading are aligned with student learning needs and spiraled as needed based on the data. The "I do," "We do," "You do" lesson design is embedded in the lesson plan template to maximize student engagement and foster a positive learning environment. Tools such as the All in Learning data management system and other software programs are used to enhance the instructional program. Hardware such as clickers are used to increase student engagement and in-the-moment feedback.

Curriculum, Instruction, and Assessment Strengths

Data meetings are used to front-load instruction.

HOT SEs are spiraled throughout the scope and sequence.

Weekly walk-throughs allow administrators to see and provide feedback on the curriculum being implemented.

Other efforts to monitor the instructional program include Composition Walks and Guided Reading Sweeps.

Documents such as the Year-at-a-glance (YAG), Instructional Focus Documents (IFDs) and assessment blue prints are created to support a managed instructional program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ongoing training is necessary so that teachers may become comfortable delivering and identifying aligned lesson activities and resources. **Root Cause:** Teachers still need assistance in better understanding how the standards should be taught and tested.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement at Belt Line continues to be a prioritized area of focus. During the 2017-2018 school year, parent events included an open house program, Muffins for Mom, monthly Donuts for Dad, monthly PTA meetings, quarterly SBDM meetings, weekly electronic newsletter and a weekly school messenger. The PTA officers were organized at the beginning of the school year and were able to support the school's STAAR pep rallies and teacher incentives. Several key parents and community members volunteered at the school on a regular basis supporting field trips, assisting with clerical tasks as well as lending their time during arrival and dismissal. The Dad's Club President organized a school basketball team and mentored students. The Dad's Club sponsored the school's cheerleading club, hosted our annual Valentine's Dance and organized our annual athletics banquet. Partnerships continue to exist between Crossroads Baptist Church and Walmart Market Place and consist primarily of donations for student incentives, volunteer support and teacher appreciation events. A districtwide partnership was established with Communities in Schools which afforded our school a full-time staff person who worked with tier 3 students and their parents. Pastor Hudson of the Umoja Christian Church was identified as the SBDM Chairperson and quarterly meetings were held. Umoja also provided student incentives, Thanksgiving baskets for our neediest families and Christmas toys for identified students.

Parent and Community Engagement Strengths

Current partnerships continue with Walmart Market Place, Umoja Church and Distinct Dental.

The Dad's Club grew in participation; hosting monthly Donuts with Dads with often overwhelming turn-outs.

Other events such as PTA programs, Muffins for Mom, Grandparent's Day, Field Day and the Valentine's Dance were well-attended.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause:** Parents are unaware of how to partner with the school towards their child's academic and behavior success.

School Context and Organization

School Context and Organization Summary

Belt Line Elementary school strives to provide a safe and orderly learning environment in which all students are provided high quality instruction on a daily basis. With that in mind, the leadership team and staff are working diligently to protect instructional time, reduce distractions and disruptions, and eliminate barriers that would limit our ability to do that. We have implemented a master schedule that blocks mandatory instructional breaks such as teacher planning time and lunches in second through 5th grades. This allows us to provide embedded intervention courses for 4/5 reading, and fifth science. This also creates a natural looping environment, which is a research-based best practice for improving outcomes for students. Our master schedule also allows our teachers to meet vertically in content area planning to discuss content, share instructional strategies and suggest reteach and intervention activities to benefit all students.

School Context and Organization Strengths

Belt Line Elementary currently employs a highly qualified leadership team consisting of a Principal, Assistant Principal, 2 Master Teachers who support reading and math instruction, one interventionist to support K-3 literacy, and one counselor. A Campus Instructional Leadership Team (CILT) has been established to lead grade level teams. We also have an experienced staff with the average years of teaching experience at 9 years. Our staff is highly qualified according to TEA standards and has the desire to improve instructional practice that will affect the positive change we expect for our students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: All but one member of the administrative team is new to their position which will require team building and intensive coaching. **Root Cause:** New leaders need clear expectations and ongoing feedback to develop confidence as a leader.

Technology

Technology Summary

In 2017-2018, Belt Line opened its new Innovative lab; adding an additional STEM teacher. Lab teachers exposed students to PBL ideas, experts in the field of Information Systems and Software Design and hosted our school's first STEM fair. The Innovative lab is accessible for the entire school and served as a PD hub for the district and visitors. The istation lab remained in the CLAMP rotation, but was facilitated by a paraprofessional. This allowed for a full 50 minutes of istation curriculum each week. The computer lab also allowed for open lab times so that teachers who signed up could have additional time in the lab for istation. Each core teacher in 3rd-5th grade has access to a mobile technology unit for instructional and intervention purposes. K-2 teachers are provided laptops and ipads for classroom use and new projectors were mounted in 8 classrooms.

Technology Strengths

White boards and projectors are mounted in all core classrooms.

Mobile computer carts are provided to all 3-5 core teachers.

K-2 teachers are provided with 4-5 computing devices for use in the classroom.

Istation lab provides additional 50 minutes of intervention weekly.

Monthly technology PD modules are provided by the Blended Learning Specialist.

The New Innovative Lab opened.

An additional lab teacher was hired.

The first annual campus-based STEM fair was held.

Problem Statements Identifying Technology Needs

Problem Statement 1: The Informations Systems and Software Design academy theme is not well-articulated on the campus. **Root Cause:** Teachers and students will need training on the schools theme so that an awareness can be firmly established.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By December 2018, 70% of our students will meet the literacy, math and science standard for mastery on benchmarks, istation and STAAR , and 80% will meet standard by June 2019 with 50% reaching the Meets grade level standard and 30%% reaching the Masters grade level standard .

Performance Objective 1: By December 2018, 70% of our students will the READING standard for mastery on Benchmarks, istation and STAAR, and 80% will reach standard by June 2019 with 50% reaching the MEETS grade level standard and 30% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 1: District benchmarks, istation, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement a "Daily Inferencing Practice" (DIP) strategy across all classrooms so that students are given opportunities to practice the thinking required when making inferences each day.</p>	2.4	Principal Reading Instructional Coach	Students will show a 10% increase in the area of inferencing on state and local assessments.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will administer quick fluency probes once per six weeks in grades 3-5 in order to track students' progress in the area of fluency.</p>	2.4	Principal Reading Instructional Coach	Students will read fluently and improve comprehension on STAAR by 10%.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>3) Students will review Fry's Sight Word Lists daily as either a whole-class review or a fluency station daily to increase their fluency rate.</p>	2.4	Reading Instructional Coach	Students will read fluently and improve comprehension on STAAR by 10%.				
Problem Statements: Student Achievement 1							

Critical Success Factors CSF 1 4) The Accelerated Reading program will be purchased to encourage leisure reading and improve comprehension.	2.4	Principal	Students will improve comprehension on STAAR reading by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 5) A lesson plan template that encourages a balanced approach to literacy instruction will be implemented for K-2 classrooms.	2.4	Reading Instructional Coach	Literacy scores on benchmarks and CFA's will increase by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 6) Class sets of novels will be purchased to expose students to rich literature of increasing lengths and levels of difficulty.	2.4	Principal	Students will increase comprehension by 10% on STAAR reading.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 7) Provide ongoing PD using the "Great Habits Great Readers" book with K-3 teachers to strengthen whole-group and guided reading instruction.	2.4	Principal Reading Instructional Coach	At least 90% of students will show at least one year's growth on reading level assessments.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 8) Purchase leveled readers and intervention resources to support small group instruction.	2.4	Principal Reading Instructional Coach	At least 90% of students will show at least one year's growth on reading level assessments.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 9) Employ a Reading Instructional Coach to support reading instruction PK-5th grade.	2.4	Principal	Student achievement on state and local assessments will increase to 10%.				
	Problem Statements: Student Achievement 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 53% of 3rd graders met standard in reading; down from 67% in 2017. Third grade math dropped from 80% in 2017 to 73% in 2018. The number of 3rd graders scoring at the masters level decreased from 31% to 5%. We missed the distinction for student progress. Root Cause 1: There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

Goal 1: By December 2018, 70% of our students will meet the literacy, math and science standard for mastery on benchmarks, istation and STAAR , and 80% will meet standard by June 2019 with 50% reaching the Meets grade level standard and 30%% reaching the Masters grade level standard .

Performance Objective 2: By December 2018, 70% of our students will the WRITING standard for mastery on Benchmarks and STAAR, and 80% will reach standard by June 2019 with 50% reaching the MEETS grade level standard and 30% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 2: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Schedule 6 weeks Composition Walks to review and provide feedback on student writing.	2.4	Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 2) Purchase writing journals and portfolios appropriate for K-2 and 3-5 students.	2.4	Principal Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 3) Display student writing from each grade level on a school-wide bulletin board each six weeks.	2.4	Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 4) Allow teachers to attend trainings and workshops such as Empowering Writers to strengthen writing instruction.	2.4	Principal	The number of students scoring at or above a 5 will increase by 10%.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 5) Provide training on launching the wring workshop, mini-lessons and the writing process.	2.4	Principal	The number of students scoring at or above a 5 will increase by 10%.				
	Problem Statements: Student Achievement 1						
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Performance Objective 2 Problem Statements:

Student Achievement





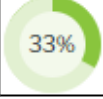
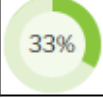
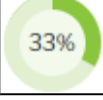
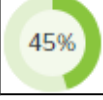
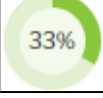
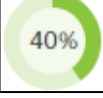
Problem Statement 1: 53% of 3rd graders met standard in reading; down from 67% in 2017. Third grade math dropped from 80% in 2017 to 73% in 2018. The number of 3rd graders scoring at the masters level decreased from 31% to 5%. We missed the distinction for student progress. **Root Cause 1:** There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

Goal 1: By December 2018, 70% of our students will meet the literacy, math and science standard for mastery on benchmarks, istation and STAAR , and 80% will meet standard by June 2019 with 50% reaching the Meets grade level standard and 30%% reaching the Masters grade level standard .

Performance Objective 3: By December 2018, 70% of our students will the MATH standard for mastery on Benchmarks, istation and STAAR, and 85% will reach standard by June 2019 with 55% reaching the MEETS grade level standard and 35% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 3: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Create Daily Math Problem (DMP) folders for each student and embed a critical thinking task each week to increase the number of students scoring at the advanced level on STAAR.</p>	2.4	Math Instructional Coach	The percentage of students reaching the masters level will increase to 35%.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>2) Create a school-wide data monitoring system including data analysis tools, classroom and content data walls, student data folders and ongoing systems to inform parents of student progress.</p>	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>3) Provide professional development on school-wide problem solving and test taking strategies across the content areas.</p>	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>4) Provide interactive notebooks to be used to record examples, notes and student thinking during instruction.</p>	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>5) Schedule pull out and push-in interventions during the school day for targeted groups of students.</p>	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.				
Problem Statements: Student Achievement 1							

<p>Critical Success Factors CSF 1</p>	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.			
<p>6) Purchase Education Galaxy software to reinforce key concepts across the curriculum.</p>						
<p>Problem Statements: Student Achievement 1</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: 53% of 3rd graders met standard in reading; down from 67% in 2017. Third grade math dropped from 80% in 2017 to 73% in 2018. The number of 3rd graders scoring at the masters level decreased from 31% to 5%. We missed the distinction for student progress. Root Cause 1: There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.</p>

Goal 1: By December 2018, 70% of our students will meet the literacy, math and science standard for mastery on benchmarks, istation and STAAR , and 80% will meet standard by June 2019 with 50% reaching the Meets grade level standard and 30%% reaching the Masters grade level standard .

Performance Objective 4: By December 2018, 70% of our students will the SCIENCE standard for mastery on Benchmarks, istation and STAAR, and 90% will reach standard by June 2019 with 50% reaching the MEETS grade level standard and 30% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 4: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Each 5th grade student will rotate through a hands-on science lab class daily to reinforce science concepts	2.4	Principal	The percentage of students meeting mastery on STAAR will increase to 90%.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 2) Plan oppotunities for students to engage in PBL activities once per six weeks.	2.4	Principal	The percentage of students scoring at the "masters" level on STAAR will increase by 10%.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 3) A campus-based STEM fair will be organized showcasing PBL activities.	2.4	Principal	The percentage of students scoring at the "masters" level on STAAR will increase by 10%.				
Problem Statements: Student Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:









Student Achievement
Problem Statement 1: 53% of 3rd graders met standard in reading; down from 67% in 2017. Third grade math dropped from 80% in 2017 to 73% in 2018. The number of 3rd graders scoring at the masters level decreased from 31% to 5%. We missed the distinction for student progress. Root Cause 1: There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

Goal 2: By December 2018, teacher evaluation performance in the areas of presenting instructional content and planning will increase by 5% and by 10% in May 2019.

Performance Objective 1: Job-embedded PD activities will be implemented to provide for the targeted needs of individual teachers.

Evaluation Data Source(s) 1: Code data, walk-through data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Learning walks will be scheduled in lieu of cluster from time to time to allow teachers the opportunity to see the strategies in action, create a common understanding of what good looks like and establish a common vocabulary.</p>	2.4	Principal and Instructional Coaches	Observation data will indicate an increased percentage of implementation with regards to new strategies/learning.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 7</p> <p>2) Face-to-face feedback sessions will be calendared and planned for all tier 2 and tier 3 teachers.</p>	2.4	Principal and Instructional Coaches	Each teacher who receives face-to-face feedback will show improvement in the area of need on subsequent observations.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 1</p> <p>3) Instructional Coaches and administrators will conduct weekly "at elbow" planning sessions to provide feedback and content expertise.</p>	2.4	Principal and Instructional Coaches	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 7</p> <p>4) Data meetings will be facilitated once per six weeks so that instructional decisions that support student achievement can be made.</p>	2.4	Principal and Instructional Coaches	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							

Critical Success Factors CSF 7 5) Coaching cycles that include observation, pre-conferences, co-teaching, demonstration lessons or post conferences will be scheduled for tier 3 teachers.	2.4	Principal and Instructional Coaches	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated to meet the individualized needs of teachers. Root Cause 1: Innovative ways to address PD outside of the cluster concept have not been explored.

Goal 2: By December 2018, teacher evaluation performance in the areas of presenting instructional content and planning will increase by 5% and by 10% in May 2019.

Performance Objective 2: Face-to-face PD sessions will be scheduled so that content and grade-level teams are able to meet school-wide goals for student achievement.

Evaluation Data Source(s) 2: PD evaluations, CFA and STAAR data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Vertical team PD sessions will be scheduled each month to ensure a common understanding of what good looks like within any given content.</p>	2.4	Principal and Instructional Coaches	Consistent school-wide strategies will be implemented with fidelity across the content areas.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 7</p> <p>2) Teachers will have opportunities to attend off-camps workshops and conferences based on identified campus and student needs.</p>	2.4	Principal	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 7</p> <p>3) A professional development calendar will be created so that teachers and staff are provided PD on school-wide initiatives.</p>	2.4	Principal and Instructional Coaches	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a need to provide a cycle of professional development that is differentiated to meet the individualized needs of teachers. **Root Cause 1:** Innovative ways to address PD outside of the cluster concept have not been explored.

Goal 3: By December 2018, 70% of all parents, students and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2019.

Performance Objective 1: Teachers will respond positively to 80% of the questions posed on a climate survey by the end of the school year.

Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) School-wide core beliefs will be developed as a way to establish the school's identity. The core beliefs will be revisited during each faculty meeting.	2.6	Principal	Teachers will respond positively to 80% of the questions posed on a climate survey.				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 6 2) A weekly staff newsletter will be provided as a means of improving communication	2.4	Principal	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 6 3) The Sunshine Committee will be re-established as a vehicle for organizing staff events and activities each month.	2.4	Principal and Committee Chair	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 6 4) Provide opportunities for teachers to sit in leadership roles such as PD leaders, committee chairs and grade-level chairs.	2.4	Principal	80% of teachers will respond positively to a campus-based climate survey.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: New initiatives such as Social Emotional Learning (SEL), Communities in Schools, PTA and teambuilding lacked consistency. **Root Cause 1:** The lack of leadership density allowed new initiatives to go without accountability or monitoring. Also the number of new initiatives prevented deep implementation.

Goal 3: By December 2018, 70% of all parents, students and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2019.

Performance Objective 2: Parents will respond positively to 80% of the questions posed on a climate survey by the end of the school year.

Evaluation Data Source(s) 2: Survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) At least 2 parent workshops will be scheduled per semester.	3.2	Principal and Committee Chair	Identified parent needs will be met consequently increasing authentic engagement.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 2) Family Academic Nights will be organized such as a Fall Literacy Festival, Math and Science Nights.	3.2	Principal and Instructional Coaches	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 3) Parents who complete volunteer activities will participate in a "punch card" incentive to receive prizes in partnership with PTA.	3.2	Principal	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 4) Tools for communication such as class dojo, School messenger, weekly newsletters, agenda and Tuesday folders will be provided to students and families.	3.2	Principal	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
	Problem Statements: Parent and Community Engagement 1						
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Performance Objective 2 Problem Statements:

Parent and Community Engagement





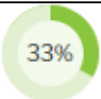
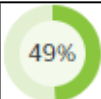




Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause 1:** Parents are unaware of how to partner with the school towards their child's academic and behavior success.

Goal 3: By December 2018, 70% of all parents, students and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2019.

Performance Objective 3: Student attendance will increase from 95.8% to 96.8% by the end of the school year.

Evaluation Data Source(s) 3: Attendance reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) An attendance committee will be established with representatives from each grade level serving and meeting each six weeks.</p>	2.6	Principal	Attendance will increase to 96.8%.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 6</p> <p>2) An attendance bulletin board will track attendance percentages for each homeroom.</p>	2.6	Principal	Attendance will increase to 96.8%.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 6</p> <p>3) Parent workshops regarding attendance will be organized for students with excessive absences.</p>	2.6	Principal	Attendance will increase to 96.8%.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 5</p> <p>4) Incentives for students, classrooms, teachers and parents will be secured for those meeting attendance goals.</p>	2.6	Principal	Attendance will increase to 96.8%.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 6</p> <p>5) Credit recovery activities will be organized for students with excessive absences each six weeks.</p>	2.6	Principal	Attendance will increase to 96.8%.				
Problem Statements: School Culture and Climate 1							

Critical Success Factors CSF 6 6) CLAMP teachers will manage a case load of students with excessive absences; making phone calls, sending letters and making home visits as needed for those with excessive absences.	2.6	Principal	Attendance will increase to 96.8%.				
	Problem Statements: School Culture and Climate 1						
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Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: New initiatives such as Social Emotional Learning (SEL), Communities in Schools, PTA and teambuilding lacked consistency. Root Cause 1: The lack of leadership density allowed new initiatives to go without accountability or monitoring. Also the number of new initiatives prevented deep implementation.

Goal 4: By December 2018, baseline data will indicate that 60% of our parents take advantage of schoolwide communication tools and 70% will take advantage of school-wide communication tools by May 2019.

Performance Objective 1: 100% of teachers will establish classroom communication tools.

Evaluation Data Source(s) 1: Parent survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Training on the use of classroom dojo will be provided to new and returning teachers.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 2) Student agendas will be purchased as a tool for two-way communication between the home and school.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 3) Tuesday folders will be purchased as a tool for two-way communication between the home and school	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 4) Parent conferences will be scheduled every 9 weeks so that parents are able to discuss individualized needs of their students.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
	Problem Statements: Parent and Community Engagement 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause 1:** Parents are unaware of how to partner with the school towards their child's academic and behavior success.

Goal 4: By December 2018, baseline data will indicate that 60% of our parents take advantage of schoolwide communication tools and 70% will take advantage of school-wide communication tools by May 2019.

Performance Objective 2: The implementation of school-wide communication tools will result in a 10% increase in parental engagement in school initiatives and academic goals.

Evaluation Data Source(s) 2: Parent survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) An electronic newsletter will be sent out weekly to parents to communicate school events.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 2) A student handbook which includes the Parent Compact will be distributed to all students.	3.1	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 3) Social media sites such as facebook, twitter and the school website will be maintained as a tool for communication.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 4) A weekly update will be sent out using School Messenger.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 5) Training will be provided to parents over the use of parent portal.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
Problem Statements: Parent and Community Engagement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause 1:** Parents are unaware of how to partner with the school towards their child's academic and behavior success.

Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparisons by December 2018 and by 20% in May of 2019.

Performance Objective 1: Tier 3 interventions will be established so that 100% of identified students are supported and monitored for improvements in behavior.

Evaluation Data Source(s) 1: DMAC reports
Discipline referral data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) The daily "Morning Message" will focus on the virtue of the month using literature as a vehicle to facilitate discussions.	2.6	Principal	Discipline referrals will decrease by 10%.				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 6 2) CLAMP teachers will serve as Student Advocates for students identified as Tier 3 based on behavior.	2.6	Principal	Discipline referrals will decrease by 10%.				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 6 3) A "cool down" room will be established for students who need time away from the classroom to gather themselves and receive strategies for addressing concerns.	2.6	Principal	Discipline referrals will decrease by 10%.				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 6 4) RtI meetings will be scheduled once per six weeks to address academic and behavioral concerns as soon as data is identified.	2.6	Principal	Discipline referrals will decrease by 10%.				
	Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: New initiatives such as Social Emotional Learning (SEL), Communities in Schools, PTA and teambuilding lacked consistency. **Root Cause 1:** The lack of leadership density allowed new initiatives to go without accountability or monitoring. Also the number of new initiatives prevented deep implementation.

Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparisons by December 2018 and by 20% in May of 2019.

Performance Objective 2: Tier 1 interventions will be established so that 100% of students have access to positive behavioral interventions and supports.

Evaluation Data Source(s) 2: Discipline referral data
Survey data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The Tiger Mart store will be established so that students who earn Tiger Bucks for behavioral and academic reasons may exchange them for incentives.</p>	2.6	Principal	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 6</p> <p>2) Six week celebrations will be hosted to acknowledge students who show good citizenship, A/B honor roll, most improved and attendance.</p>	2.6	Principal	Discipline referrals will decrease by 10%.				
<p>Critical Success Factors CSF 6</p> <p>3) Various clubs and organizations will be available to engage student interest and to connect them to the school.</p>	2.6	Principal	Discipline referrals will decrease by 10%.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: New initiatives such as Social Emotional Learning (SEL), Communities in Schools, PTA and teambuilding lacked consistency. Root Cause 1: The lack of leadership density allowed new initiatives to go without accountability or monitoring. Also the number of new initiatives prevented deep implementation.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a "Daily Inferencing Practice" (DIP) strategy across all classrooms so that students are given opportunities to practice the thinking required when making inferences each day.